

## **SCOPE OF WORK**

### **"Exemplary Youth Work Program"**

#### **1. SERVICE DESCRIPTION**

- 1.1 Services provide various employment-related training activities for youth. Services may include, but are not limited to: occupational/vocational education, assessment, basic education, work experience, counseling, case management and job placement.
- 1.2 For the purposes of this contract, this service will not include Basic Education.
- 1.3 "Exemplary Youth Work Program", for the purpose of this contract, will be referred to as the **"Youth Transition Program (YTP)"**.
- 1.4 The Youth Transition Program (YTP) represents one model for serving high school students with disabilities. The purpose of the YTP is to assist schools to provide service programs to students with disabilities (who have been determined eligible clients of the VR program) that will lead to competitive employment or further vocational training/education by the time they exit school.
- 1.5 The following describes what a Youth Transition program is and provides general parameters. Each school is expected to develop its own unique program design which is consistent with these parameters. Additional parameters for designing programs are contained in Sections 3 through 5 of this Scope of Work.

##### **1.5.1 Types of services**

The following general criteria are used by RSA to determine what services the VR program will pay for under this contract and under what circumstances:

- 1.5.1.1 The services to be provided must be vocational in nature; **and**
- 1.5.1.2 The services are not otherwise available from the school (i.e. the services to be provided do not duplicate already available services); **and**
- 1.5.1.3 The services are not provided primarily to support a student's educational goals; **and**
- 1.5.1.4 The services to be provided are considered immediate (not remote) preparation for the individual's transition from school to work or post-school activities; **and**
- 1.5.1.5 The services are allowed under general VR policies; **and**
- 1.5.1.6 The services to be provided are needed to achieve the student's employment goal contained in the YTP Transition Plan (and/or IEP) and the IPE; **and**
- 1.5.1.7 The services are to be provided no earlier than two years prior to school exit.

## 1.5.2 Program Design

(NOTE: See Instructions For Developing Youth Transition Programs. Complete Sections A, B,C, and/or D, as appropriate, for initial proposals and for any amendments to existing contracts)

The following information provides parameters to be used for developing the required YTP program design:

### 1.5.2.1 PARTICIPANTS

- (A) Participants in a YTP must be: (a) either students enrolled in Special Education programs or students who are identified as disabled under Section 504 of the Rehabilitation Act (i.e. have a disability but do not require placement into Special Education classes), (b) students who have been determined eligible for Vocational Rehabilitation (VR) services, (c) students who meet VR order of selection criteria, and (d) students who need the specific services provided by the YTP.
- (B) YTP Participants should be able to enter the labor market without the need for ongoing services to support them in employment (for example: ongoing availability of a job coach, attendant care services on the job, separate/special job supervision, ongoing peer/counseling supports, etc.) indefinitely.

### 1.5.2.2 PROGRAM LENGTH

- (A) YTP programs should be designed to give students who need services prior to graduation or school exit. Programs for students are not to be designed to last for more than two years. Students should be referred and enrolled in YTP services when appropriate for the individual

### 1.5.2.3 MANDATORY PROGRAM ELEMENTS

All Youth Transition Programs must include the following elements (See Service Objectives and Tasks in Section 5 for more details):

- (A) Development of paid work experience opportunities, placement of students who have been determined eligible for VR services, and provision of supports while in paid work experience placements;
- (B) Job related instruction and adjustment services through Job clubs or YTP classes;

(C) Development of real jobs in the community, successful placement of students who have been determined eligible for VR services, and follow-along support (prior to graduation or school exit);

(D) Follow-up with participants.

1.5.2.4 Job related instruction and adjustment services may be provided on or off campus and must include a job club or YTP class.

1.5.2.5 PLANNING TEAM

(A) The core YTP Team consists of: the certified teacher/coordinator, the non-certified transition specialist, the VR counselor, and the student who has been determined eligible for VR services.

(B) For purposes of doing an IEP transition plan for students who are in Special Education, the core YTP team will be expanded to include all those individuals who are required to be part of the IEP team. Special attention must be given to include representatives from Programs whose ongoing involvement will be required for the continuing vocational success of students. These include especially: DDD, BHS/RHBA, Juvenile Probation/Corrections.

1.5.2.6 IEP/IPE

(A) The school transition plan/IEP is developed by the YTP team (supplemented by other individuals who may be required to participate in IEP planning for Special Education students).

(B) The YTP team will actively involve the student who has been determined eligible for VR services in transition planning, encouraging him/her to take a leadership role and to make informed choices.

(C) The transition plan/IEP outlines the services and training to be provided while the participant is enrolled in school to prepare him/her for work or post school training/education. This plan must be updated at least annually by the YTP Team.

(D) In addition, the VR counselor develops an Individualized Plan for Employment (IPE) consistent with the school's Transition Plan/IEP. The VR IPE is prepared by the VR counselor at the same time as the Transition Plan/IEP is developed. The counselor includes in the IPE the YTP transition services being provided by the school and any additional VR services to be

provided outside of those available within YTPs or after the student exits school.

- (E) Participation in YTPs and the services to be provided by the YTP are controlled/authorized by the IPE for the student.
- (F) Students will be matched with work experiences and jobs which are consistent with their interests and abilities. Non-paid work experiences may only be used for short-term evaluations. Students who have been determined eligible for VR services and placed in paid jobs will continue to receive training specific to their position, as necessary. Good coordination with the employer is imperative.
- (G) Additional short-term follow-along support should be provided by the YTP staff, as needed, to sustain the student's employment placement while in school.

#### 1.5.2.7 TRANSITION FROM SCHOOL

- (A) The transition from school exit to full-time employment and/or post-secondary training or education will be planned for in the VR IPE and will be made as seamlessly as possible.
- (B) High School project staff will provide information to RSA in their Program Design about how they will monitor and follow-up with students to determine participation, ongoing employment, and student satisfaction.
- (C) The school will document the results of such contacts on the Follow-up Forms provided to them.

## 2 AUTHORITY

- 2.1 The Rehabilitation Services Administration, Vocational Rehabilitation services program is authorized to purchase transition services in accordance with the Rehabilitation Act Amendments of 1998, Sec 7. Definitions, (37) Transition services requirements; Sec 101, State Plans (a)(11)(D) Coordination with education officials; and Sec 103 Vocational Rehabilitation Services, (a)(15) transition services for students with disabilities that facilitate the achievement of the employment outcome identified in the individualized plan for employment.
- 2.2 Schools/school districts are authorized to provide transition services to students while in school and after exiting the school system in accordance with 34 CFR Sec 300.29 Transition Services, Sec 300.142 Method of Ensuring Services; 34 CFR 300.347 (B)(b)(2) Content of IEP, and Sec 300.348 Agency responsibilities for transition services. (Authority: 20 U.S.C. 1414 (d)(5); 1414 (d)(1)(A)(vii)).

### **3 STANDARDS/LICENSING REQUIREMENTS**

- 3.1 The Provider shall comply with the following standards and/or licensing requirements:
  - 3.1.1 The Teacher/Coordinator shall be a certified teacher.
  - 3.1.2 The Transition Specialist shall be supervised by the Teacher/Coordinator.
  - 3.1.3 All job clubs shall be supervised by either the Teacher/Coordinator or the Transition Specialist.
  - 3.1.4 All work experience shall comply with the Fair Labor Standards Act (FSLA) and applicable child labor laws including wages, hours worked and hazardous occupations.
  - 3.1.5 The RSA shall have administrative oversight responsibility for positions funded under this contract in accordance with 34 CFR 361.23.

### **4 SERVICE GOALS**

- 4.1 To improve the process for students with disabilities in choosing vocational goals, preparing to leave school, and transitioning to work (as measured by outcomes against goals and the satisfaction of all parties with the process), and
- 4.2 To increase the number of students with disabilities who have attained significant economic independence through meaningful and sustained work upon exit from school as a result of YTP services, or
- 4.3 To increase the number of students with disabilities who have realistic employment goals upon graduation/exit from school and who are prepared to enter career-related post-secondary training programs as a result of YTP services.

### **5. SERVICE OBJECTIVES AND SERVICE TASKS**

**Service Objective 1:** Coordinate the planning for, and delivery of, services with the VR eligible student and his/her family, other school personnel, and VR staff.

#### **5.1 Service Tasks:**

- 5.1.1 Identify the school personnel (who meet the job descriptions in Attachment 4 to be the Teacher/Coordinator and the Transition Specialist) to the RSA staff assigned to work with this program and provide their resumes to the RSA person identified in the contract to receive Notices for review and filing. Update this information when changes occur.
- 5.1.2 Coordinate outreach, recruitment, and screening of students for the program with the VR Counselor.
- 5.1.3 Assist the VR counselor to make eligibility determinations by providing the necessary documentation (per Interagency Agreement between RSA and ADE/ESS).

- 5.1.4 Actively involve the student who has been determined eligible for VR services in transition planning, encouraging him/her to take a leadership role and to make informed choices.
- 5.1.5 As members of the YTP team, assist the student who has been determined eligible for VR services to identify his/her job interests, skills and vocational goals.
- 5.1.6 If the YTP Participant is in special education, develop an Individual Education Plan (IEP) as members of the YTP team (the team may need to be expanded to include all individuals who are required to be part of an IEP team).
- 5.1.7 As members of the YTP team, assist the VR counselor to develop an Individual Plan for Employment (IPE) for each YTP participant.
- 5.1.8 Identify needs not met within the Youth Transition Program yet necessary for vocational success. Coordinate receipt of required services within the school, through VR, or through community agencies, as appropriate (examples include: specialized instruction for individuals who are blind, physical accommodations or alternative communication necessary for individuals to participate in work experiences or employment).
- 5.1.9 Attend institutes, workshops, and meetings sponsored by VR for the YTP.
- 5.1.10 Meet at least monthly on a regularly scheduled basis as the YTP team.

**Service Objective 2:** Provide services (per Contractor 's program design as described in Sections A, B,C, and/or D which is filed with "Instructions For Developing Youth Transition Programs" in this contract) to include all or most of the following tasks.

## **5.2 Service Tasks**

- 5.2.1 Conduct school or community based Job Clubs or YTP classes which provide instruction in vocational and vocationally related content areas which incorporate some/many of the tasks listed below;
  - 5.2.1.1 Provide students who have been determined eligible for VR services with strategies and techniques for setting vocational goals;
  - 5.2.1.2 Assist YTP participants in developing appropriate work related personal and social skills such as: independent functioning and decision making, adjustment to disability, use of assistive technology, appropriate work behaviors, etc.
  - 5.2.1.3 Provide individual and/or group counseling to YTP participants regarding appropriate work behaviors,
  - 5.2.1.4 Instruct YTP participants about the job market, employment practices, etc.;
  - 5.2.1.5 Assist individuals in completing job applications, in preparing for interviews and in keeping appointments;
- 5.2.2 Match YTP participants with appropriate work experiences, place them in appropriate work experiences, and provide associated training;
- 5.2.3 Develop job openings and facilitate placement into competitive employment;
- 5.2.4 Conduct job analyses (with students and employers), provide consultation to employers, and make recommendations for job modifications (when appropriate for YTP participants) in paid competitive employment;
- 5.2.5 Submit all billings and RSA reporting requirements in accordance with contract requirements.

- 5.2.6 Contact individuals who are employed to determine their continuing employment status and submit follow-up forms to RSA.

## **INSTRUCTIONS FOR DEVELOPING YOUTH TRANSITION PROGRAMS**

Schools are expected to propose and describe how they plan to design and operate a YTP within their schools, using the following format. Please read Scope of Work, Sections 1 through 5 carefully as these provide the parameters for the programs and services you propose to provide.

Pre-printed Attachments are provided for your use, as follows:

- |            |    |                                 |
|------------|----|---------------------------------|
| Attachment | A. | Proposed Program                |
| Attachment | B. | Changes to an existing Program  |
| Attachment | C. | Student Demographics            |
| Attachment | D. | Goals and Performance Standards |



## ATTACHMENT A

### PROPOSED PROGRAM

Provide a description of the Youth Transition Program of services to be provided by the school in detail, including the following elements:

1. Discuss how the VR funded YTP services are new and not the customary or typical services provided by the school. If a similar service currently exists, describe how they have been modified, adapted, expanded or reconfigured to have a vocational focus and to meet the unique needs of students with disabilities.

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2. Describe how you plan to coordinate and complete IEP/IPE planning (which establishes a vocational goal and includes a transition program for the student/client while in school and a plan of post-school services if necessary to reach that goal). If you plan to implement a process for doing student-led IEPs, please indicate that and describe the process;

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each page of the narrative as Attachment A.)

## ATTACHMENT B

### CHANGES TO EXISTING PROGRAM

**Instructions;**

**For amendments or changes to existing contracts**, describe the changes from Attachment 1 (in detail).

**To provide additional information/detail on existing contracts**, include any information which has not yet been provided.

Specific areas that need to be documented include:

- 1 Deletion or addition of Work Experience projects
- 2 Conversion from YTP class to Job Club
- 3 Addition or deletion of an Extender program
- 4 Abandonment, conversion or purchase of new YTP equipment
- 5 Description and justification of changes in the budget (10% + of any budget item)
- 6 Changes in staff and/or staff assignments (send resumes of new staff to RSA Contract contact person).

(Label each page of the narrative Attachment B.)

## ATTACHMENT C

### STUDENT DEMOGRAPHICS

Identify the number of students (16 years or older) by disability classification that could be referred to this program during the current school year who are students on Individual Education Plans (IEPs) or meet 504 requirements.

Use a separate page for each school year/grade. Additional pages may be used if there are substantial variances within the district.

SCHOOL DISTRICT \_\_\_\_\_

INDIVIDUAL SCHOOL \_\_\_\_\_

<u>Students on IEPs</u>		<u>504 Students</u>
_____ Learning disabled (LD)	_____	_____
_____ Mild mentally retarded (MiMR)	_____	_____
_____ Moderate mentally retarded (MoMR)	_____	_____
_____ Speech/language impaired (SLD)	_____	_____
_____ Severely emotionally disturbed (ED)	_____	_____
_____ Hard of hearing	_____	_____
_____ Deaf	_____	_____
_____ Orthopedically impaired (OI)		
_____ Multiply disabled (MD)		
_____ Visually impaired (VI)		
_____ Blind		
_____ Deaf/blind		
_____ Autistic		
_____ Other health impaired (OHI)		
_____ Traumatic brain injured (TBI)		
_____ Multiply disabled/severe sensory impaired		

(Label each additional page Attachment C and attach to this page.)

## GOALS AND PERFORMANCE STANDARDS

### 1. Identify YTP performance goals in the following areas:

- a) \_\_\_\_% of the students referred by the school who will be determined eligible for the Youth Transition Program (i.e. meet YTP standards, VR eligibility, and OOS criteria);
- b) \_\_\_\_% of the YTP program participants who do not continue in a career entry training or educational program who remain employed for 90 days and 6 months in jobs that provide economic independence, are meaningful and satisfying to the student, and which can be sustained and provide opportunities for advancement.

### 2. Identify and describe in detail the tools, methods, timeframes and standards that will be used to evaluate the effectiveness of your YTP program, including the satisfaction of:

- a) VR eligible students who participated in the YTP,

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- b) YTP staff,

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- c) Employers,

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d) RSA staff.

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- 3. Participate in annual monitoring of the program (based on the school's YTP program of services and performance goals) and make recommendations for improvements as needed.**

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(Label each additional page Attachment D and attach to this page.)



### 3.0 Reporting Requirements

In accordance with the General Terms and Conditions, the Contractor shall submit the following:

#### 3.1 Financial reporting requirements:

An Invoice (accompanied with the "Monthly Activity Report", "Monthly YTP Activity Log", and the "YTP Payroll and Certification Report", see attached copies of these forms) will be submitted to RSA for actual allowable costs incurred consistent with the contract budget.

These items are to be submitted to the RSA Contact Person (as contained in this Contract):

The total amount shall not exceed the reimbursement ceiling for the term of the contract.

#### 3.2 Program Reporting Requirements

The following reports are to be submitted to the RSA by the 15<sup>th</sup> of the month for the previous month's services.

##### 3.2.1 To the Program Manager (see attached forms).

3.2.1.1 "Monthly Activity Report" (lists of VR students served during the month),

3.2.1.2 "Monthly YTP Activity Log" (the YTP staffs' reports of time devoted to the YTP), and the

3.2.1.3 "YTP Payroll and Certification Report"

##### 3.2.2 YTP Management Forms (data used to analyze, evaluate and monitor YTP activities) to the YTP Project Specialist (see attached forms).

3.2.2.1 Student Entry forms

3.2.2.2 Student Update

3.2.2.3 Student Exit forms

3.2.2.4 Student Follow-up forms

The YTP management forms must be submitted to:

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#### 3.3 Reports that must be available either at time of Contract Negotiation or at Contract Compliance reviews (see attached forms)

3.3.1 Payroll reports

3.3.2 Equipment and equipment listings

3.3.3 Two Column detailed budget sheet